

DOCUMENT RESUME

ED 086 290

JC 740 044

AUTHOR Farmer, James A., Jr.; And Others
TITLE Instruction Manual on the Chartering Process.
INSTITUTION Coast Community Coll. District, Costa Mesa, Calif.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE 73
NOTE 46p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Administrator Education; Communication (Thought Transfer); Community Colleges; Educational Administration; High Schools; *Inservice Education; *Interpersonal Relationship; Interviews; *Management Systems; Manuals; *Teaching Guides; *Vertical Organization; Vocational Education; Workshops
IDENTIFIERS *Chartering Process

ABSTRACT

The teaching manual for the chartering process devised as a management and communications tool in educational administration is presented. Following an introductory statement to the instructor and an introduction to the workshop, the manual is divided into the phases of the chartering process: (1) scanning and selecting critical issues; (2) mapping the essential parts of a critical issue; (3) communicating and validating maps of critical issues with significant others; (4) review and reporting of experiences in the communication and validation of maps of issues; and (5) reporting evidences of performance, value and worth to significant others. (For related document, see JC 740043.) (KH)

ED 086290

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

INSTRUCTION MANUAL ON THE CHARTERING PROCESS

James A. Farmer, Jr.
J. David Deshler
Robert G. Williams
Graduate School of Education, UCLA

Vaughn Redding
Coast Community College District

This study was conducted by the Coast Community College District in cooperation with the University of California at Los Angeles, Newport-Mesa Unified School District, and Huntington Beach Union High School District.

This study was sponsored by the Chancellor's Office, California Community Colleges, and the California State Department of Education, Vocational Education Unit, and funded under the Vocational Education Amendments of 1968 (Public Law 90-576, Part C Research).

TABLE OF CONTENTS

INTRODUCTORY STATEMENT TO THE INSTRUCTOR	1
Chartering Described	1
Initiating the Instruction of the Chartering Process	2
Definitions	3
INTRODUCTION TO THE WORKSHOP	6
Introduction to the Training Process	6
Overview of the Training Process and Subsequent Use of Chartering	6
Introduction to the Definitions of Terms	6
Explanation of the Training Strategy	6
SECTION I: SCANNING AND SELECTING CRITICAL ISSUES	7
The Need to Identify Critical Issues	7
Identifying Critical Issues by Source	8
Selecting Critical Issues for Chartering	8
SECTION II: MAPPING THE ESSENTIAL PARTS OF A CRITICAL ISSUE	15
The Need to Create a Map of a Critical Issue	15
Specifications of a Critical Issue	15
Performance Levels of a Critical Issue	16
Limitations and Facilitators of a Critical Issue	22
Indicators of Standards and Evidences of a Critical Issue	25
Summary of Section II	28
SECTION III: COMMUNICATING AND VALIDATING MAPS OF CRITICAL ISSUES WITH SIGNIFICANT OTHERS	31
The Use of the Chartering Map in Communicating and Validating Critical Issues	31
The Nature of the Feedback and Interaction Process	33
Experiencing the Communication and Validation of Maps	35
Availability of Technical Assistance for Participants	35
Summary of Section III	36
SECTION IV: REVIEW AND REPORTING OF EXPERIENCES IN THE COMMUNICATION AND VALIDATION OF MAPS OF ISSUES	37
Review of Sections I, II, III	37
Reporting the Results of Communicating and Validating Maps with Significant Others to the Workshop	37
SECTION V: REPORTING EVIDENCES OF PERFORMANCE, VALUE, AND WORTH TO SIGNIFICANT OTHERS	38
Introduction to Reporting Evidence of Performance, Value, and Worth to Significant Others	38
Identification of Criteria of Effectiveness Held by Significant Others	39
Identification of Types of Evidences Which May be Appreciated by Significant Others	39
Reshaping Maps of Critical Issues for Evidencing	42
Reporting of Evidences to Significant Others	42
Evaluation Feedback for the Chartering Workshop Experience	44

INSTRUCTION MANUAL ON THE CHARTERING PROCESS

INTRODUCTORY STATEMENT TO THE INSTRUCTOR

CHARTERING DESCRIBED

Definition

Chartering can be defined as a management tool which provides a process by which two individuals or groups of individuals in the same or related organizations, sharing different levels of the same mission of responsibility, can achieve an understanding of each other's needs and capabilities by establishing a mutually helpful relationship.

The process is one whereby: critical issues are identified through scanning; essential parts of the critical issue are organized through mapping; agreement and validation are achieved through communication with significant others; and the performance record, value, and worth of programs are reported through showing evidences of accomplishment from past periods of time to the present.

Background Statement

The Chartering Process was developed by Dr. James A. Farmer, Jr., of the University of California at Los Angeles as a management tool and communication process (Farmer, 1971). It was grounded in prior efforts of Lopez (1970) and others in business and industry. Vocational education leaders in the State Department of Education sought to determine the feasibility of the early conceptualization of the Chartering Process. They solicited the San Diego Unified School District to field test this conceptualization of the Chartering Process during the 1972-1973 school year.

Shortly thereafter, representatives of the State Board of Education and the Office of the Chancellor of the California Community Colleges solicited Dr. Farmer to further develop the Chartering concept and test its feasibility with the vocational education personnel in a community college district and its feeder high school districts. Coast Community College District in Costa Mesa, along with Huntington Beach Union High School District and Newport-Mesa Unified School District, agreed to participate in the development and field test of Chartering.

This manual of instruction and a companion report of the research findings and recommendations from the field test are the products of the Chartering Project which was tested in the districts mentioned above during 1972-1973 school year.

Beneficial Contributions of Chartering to Management Functions

Chartering has been found to make contributions to four important functions of management. They are: (1) scanning and selecting critical issues, (2) planning and organizing, (3) communicating and validating, and (4) assessing and evaluating. Participants who have used the Chartering Process have made the following comments about the contributions of Chartering to the above functions of management.

Scanning and Selecting Critical Issues:

"It helps to identify new possibilities and sources of opportunities."

"It provides a format for focusing on pressures and locating specific blocks to problems."

"We need to do this anyway, but Chartering makes the task more systematic, thereby cutting down on costly omissions."

"Chartering keeps you from ignoring important issues of persons that need to be dealt with."

Planning and Organizing:

"Chartering gets people thinking about what they are doing, why they are doing it, and what they are expecting."

"With Chartering you are in business. With this approach you won't operate by the seat of the pants method."

"Chartering is an excellent format for sitting down and coming to grips with the development of programs, including their rationale, values, and standards."

"Chartering pulls everything together and helps you to look at the whole."

"This process helps you to discover blocks of movement and provides you with alternatives."

Communicating and Validating:

"It's a way to communicate about sensitive issues without getting upset."

"Chartering really encourages feedback. I can find out just where I stand with others."

"It provides insight into others' values and jobs."

"It helps you present facts and values in a clear way."

"As an administrator it helped me to see the whole and the essential parts. I became informed about what _____ wanted to do and what the alternatives were. It saved me a great deal of time because he communicated using Chartering."

Assessing and Evaluating:

"It contributes to self-assessment as well as to the assessment of others."

"Chartering enables you to find out where you are now and what is really happening in your program."

"It clarifies expectations and then provides an opportunity to look at what happened."

"Chartering provides a process for showing your accountability."

"Through this process you get evidence related to standards."

"No longer do we have just claims; now we have facts to back them up."

"It helps you to answer demands and to show others just how well you did."

INITIATING THE INSTRUCTION OF THE CHARTERING PROCESS

Prerequisites

In order to implement a training program on Chartering, decisions should be made relating to the following: (a) obtaining a policy statement of endorsement for the Chartering effort, (b) selecting participants for training in Chartering, (c) selecting and preparing instructors for training the participants, and (d) developing an appropriate training design.

(a) **Obtaining a Policy Statement of Endorsement for the Chartering Effort.** It is recommended that any organization embarking on a program of instruction of the Chartering Process officially accept it as a management tool. Without this endorsement and adoption the use of Chartering would be left to individuals and its role would be diminished. The extent of adoption can be either declared as mandated, encouraged, or permitted. If it is mandated, it can involve all personnel or selected personnel. When Chartering is encouraged, it is strongly recommended, but not mandated. If it is permitted, it is recognized as an acceptable management and communication tool that may be used in the system(s). To the extent that Chartering is established by policy as integral to the management and communication functions of the educational system, its positive use will occur and it will not be relegated to a luxury item which busy administrators can ill afford without its being tried.

(b) **Selecting Participants for Training in Chartering.** It is recommended that only personnel who have administrative responsibility be trained in the use of Chartering. Those who do not have administrative responsibility tend not to see the need to scan, select critical issues, organize and prepare communications for approval of others, and, as a consequence, would have little motivation for learning or using the tool. Also, those whose administrative job descriptions restrict them to the performance of routine, noninitiatory, nondevelopmental tasks would find that Chartering has little to offer them. However, those who have responsibility for program development and review requiring the integration and synthesis of complex forces which affect programs will find Chartering a welcome tool. Although Chartering was designed originally for use by administrative personnel in vocational education, it has been found to be useful by administrators generally in a system. The training could be conducted for a limited group at one or more levels or at all levels of a system. It is recommended that the training be provided for those at the top of an educational system first if it is done in segments. This would allow those in highest authority to more fully understand the process and be an added help during the training of those who report to them.

(c) **Selecting and Preparing Instructors for Chartering.** This Instruction Manual on the Chartering Process has not been prepared to be used by instructors without additional training in its implementation as a training program.

Although the manual does provide a step-by-step procedure for the implementation of the training design for the learners, it does not provide the experience in giving the quality of technical assistance which most learners require. Therefore, it is recommended that only those persons who have been authorized by the State Department of Education and the State Chancellor's Office of the Community Colleges be used to head the training program in a system. These may be from the local district, or from another district, or members of the regional or state offices of vocational education. Arrangements for their remuneration are to be negotiated.

(d) **Developing an Appropriate Training Design.** The total amount of workshop time can vary between a minimum of six hours to a maximum of 12 hours. The difference lies in the amount of time that is devoted in the workshop to participant interaction and individual technical assistance. It has been found that although participants can gain an initial understanding of the steps involved in a six-hour period, proficiency in its use may be strengthened by additional instruction in workshops. Although the total concept can be taught in one session, it is not recommended. The benefits from reporting the actual use of the tool, receiving individualized technical assistance between sessions, and receiving feedback and progress reports from significant others are valuable additions which are sacrificed when the process is seen as a one-time affair. The training is therefore divided into five sections. Each section is designed so that it can be taught separately. However, they are not equal in length. The first section is short and can be combined with the second section which is the longest. Section III is an independent section which can be combined with Section II. Section IV is a short review section. The fourth and fifth

sections are about equal in length. It is strongly recommended that Sections IV and V be taught after participants have had the opportunity to actually use the instrument on a critical issue with someone to whom they report so that they will have had actual field experience in its use. It also has been found that the provision of individualized technical assistance between Section III and Section IV is extremely helpful.

The time of the year and the extent of work overload has been found to negatively affect the learning process. It is recommended that Chartering be taught during an extended period of several months when those involved would be under the least administrative pressure and would therefore be more willing and receptive to the instruction.

It has been found that individual participants need individualized attention during a workshop. If there are 12 participants or less in a workshop, the training can be handled by one instructor. If there are more than 12 participants, then additional instructors need to be provided for each additional ten to 12 participants. Except for those times during a workshop when participants will be provided with presentations of concepts and when they make presentations to the total group, the participants will work with their assigned instructors in separate groups of 12 or less, or in subgroups of six or less persons.

Appropriate Facilities for the Workshops

It is recommended that the Chartering Workshops be conducted in facilities which have the following characteristics: (a) isolated enough so that busy administrator participants will not be interrupted frequently, (b) spacious enough so that participants will not be crowded while they sit in groups of five or six at tables, (c) informal enough so that signs or newsprint can be posted on the wall areas near enough for all participants to see from their seated positions at the tables. It is recommended that the tables be arranged so that all the participants will be able to see the instructor during total group presentations.

Materials for the Workshops

The handouts on Chartering which are described in this manual are to be prepared ahead of time and provided to the participants one at a time during the workshop sessions. It is not recommended that they be provided all at once since their sequencing has been found to add to their being more clearly understood. Some of the handouts are designed for the participants to fill in blank areas or to create their own versions of the content being explained. It is recommended that all paper which is designed to be used by the participants for their individualized work be "presensitized" or "self-carboned" so that copies of participants' work can be made conveniently available to be used by the instructor(s) as feedback on the work of participants and for use during the individualized technical assistance which is offered to participants following the third section of the training. The handouts, along with participant's work, can be collected in loose leaf notebooks which can also be provided to the participants.

This manual also describes material which is to be posted on blackboards, newsprint, or posterboard. It has been found that the use of felt pens on large newsprint is very convenient and has the advantage that what is written on the newsprint can be saved from one session to the next for review purposes. The objectives for each section, the illustrations provided by the instructor, the maps which participants may want to share with the other participants are all easily made visible for the total group when transferred to newsprint and posted with masking tape on walls, display stands, or bulletin boards. The use of different colored felt pens makes possible a differentiation between what the participants have written and comments or additions on their work which may be made by the instructor(s).

It has also been found to be helpful to have coffee or other refreshments available in the meeting room for use during the break periods or for use at the convenience of the participants.

Preinstruction Information for Participants

After a decision has been made to conduct workshops on the Chartering Process, the participants have been selected, and arrangements made for scheduling and leadership, the participants will need to be informed about the training. It is recommended that letters be sent to each prospective participant from the highest administrator in the system under whose authority the workshop will be held. The letter should contain the following information: (a) a statement indicating the basis of the authorization for the workshops, whether the attendance is mandatory, highly encouraged or merely permitted; (b) a statement of the beginning and ending time of each session along with where the workshop will be held; (c) a statement that provides a brief background and definition of Chartering and that Chartering has been field tested in both community college and high school settings; and (d) a statement of the reactions of other participants regarding the beneficial contributions of Chartering to some of the functions of management.

DEFINITIONS

1. Chartering

A management tool which provides a process by which two individuals or groups of individuals in the same or related

organizations, sharing different levels of the same mission of responsibility, can achieve an understanding of each other's needs and capabilities by establishing a mutually helpful relationship.

The process is one whereby: critical issues are identified through scanning; essential parts of a critical issue are organized through mapping; agreement and validation are achieved through communication with significant others; and the performance record, value, and worth of programs are reported through showing evidences of accomplishment from past periods of time to the present.

2. Critical Issue

An important demand, decision, proposal, or programming opportunity which is appropriate to be handled within an administrator's area of responsibility; within the administrator's ability to respond; and which is in need of attention for himself or for significant others.

3. Scanning

A process whereby an administrator surveys very quickly the total field of responsibility in order to select critical issues which deserve attention for further clarification, decision making, or communication.

4. Mapping

A process of designing a holistic communication on a critical issue by identifying the essential types of information which include: (a) specifications, (b) performance levels, (c) limitations and facilitators, and (d) indicators of standards and evidences.

5. Specifications

Brief statements which describe: (a) what the issue is about, (b) what program the issue is related to, (c) what values are being served, (d) who is significantly involved, and (e) what types of evidence is wanted.

6. Performance Levels

Brief descriptions of what is considered to be "excellent," "very good," "good," "fair," and "poor" levels of performances in relation to a specific critical issue. The content of these descriptions may be quantitative or qualitative, and may be either developmental or independent items placed in a rank order.

7. Facilitators

Descriptions of factors or forces related to a critical issue effecting a program which are favorable to its implementation or acceptance.

8. Limitations

Descriptions of factors or forces related to a critical issue effecting a program which are unfavorable to its implementation or acceptance.

9. Indicators of Standards

A position indicated by "S" (Standard) which is placed opposite a specific level of performance, which, if achieved, would satisfy an individual. If more than one individual is involved, there may be more than one "S" which can be designated by "S" self, and "S" other, or "S" a, b, c, etc.

10. Indicators of Evidence

A position indicated by "E" (Evidence) which is placed opposite a specific level of performance, which may indicate either degree to which performance has been achieved in the past, or is being achieved in the present, or is intended realistically to be achieved in the future. These distinctions are made respectively as follows: "E" past, "E" present, and "E" intended.

11. Types of Evidences

One or more of the following:

1. A valued input (i.e., teachers, students, etc.) having gone into a program.
2. A valued transaction (i.e., teaching-learning, reviewing, etc.) having taken place.
3. Internal contingency (i.e., a logical relationship between the elements in a program) and congruency (i.e., relationship between what was intended and what actually occurred) evidenced.
4. A routine (i.e., a policy, a procedure, etc.) established or maintained.
5. A balance (i.e., between graduates and graduates employed, between disadvantaged students and other students, etc.) achieved or maintained.
6. A valued alternative (i.e., a more cost/effective procedure than previously employed) used for a critical factor.
7. A valued outcome (i.e., a high percentage of graduates obtaining and holding jobs for which they were trained and which they view as desirable) resulting from the program.

12. Significant Others

Any person or group of persons who have a stake in, can be affected by, or can make decisions in relation to a program or an aspect of a program; and who need to be consulted in relationship to the program's performance or implementation.

13. Demandor

A particular type of significant other on any level of authority who may make demands on a person or program and to whom some account must be given.

14. Communicating and Validating a Map of a Selected Critical Issue

A process whereby a map of a critical issue is shared between two or more significant others and confirmation, consensus, or agreement is sought related to the specifics as well as the whole of the map including expectations for future performance.

15. Identifying Critical Issues by Source

A process of scanning the following sources: (a) Federal and State outside of vocational education, (b) Federal and State inside of vocational education, (c) district outside of vocational education, (d) district inside of vocational education.

16. Evidencing to Significant Others

A process whereby answering demands for accountability and establishing the value and worth of a program are the primary focus of the creation and use of the Chartering maps of a critical issue. The process includes: (a) the identification of the criteria of effectiveness held by significant others, (b) the identification of specific types of evidences which may be appreciated or demanded by significant others, (c) the reshaping of the maps of critical issues or the creation of additional ones which reflect the above criteria of effectiveness and specific types of evidences, and (d) the reporting of the evidences to specific significant others using the indicators of evidence to show changes from past periods of time to the present.

CHARTERING

INTRODUCTION TO THE WORKSHOP

Objectives

The participants will understand the policy commitment or extent of authorization of top decision makers in their system for the training and use of Chartering.

The participants will understand whether their participation is expected to be mandatory, highly encouraged, or permitted.

The participants will confirm with the instructor(s) the following: (a) the number of the training sessions, (b) the length of each session, (c) meeting times and place, and (d) the availability of technical assistance to them on an individual basis.

The participants will understand the overview of the nature of the training and subsequent use of Chartering.

The participants will understand the basic definition of Chartering and will recognize the need to learn the definitions of terms.

INTRODUCTION TO THE TRAINING PROCESS

The participants are welcomed to the workshop by the highest level administrator in the system. The administrator states the policy or authorization for the training and use of Chartering within the system. A statement concerning the perceived reasons for introducing Chartering to the system may also be included in these remarks. The administrator will clarify with the participants (a) whether their participation is mandatory, highly encouraged, or permitted; (b) the number of training sessions; (c) the times and place of meeting; (d) the length of each session; and (e) the availability of individual technical assistance. The administrator then briefly introduces the instructor(s) stating their authorization and qualifications to instruct in the Chartering Process.

OVERVIEW OF THE TRAINING PROCESS AND SUBSEQUENT USE OF CHARTERING

The instructor begins by making a statement about the history and origin of Chartering, using the material in the introductory section of this manual. After providing the definition of Chartering, the instructor explains that Chartering has been found to make beneficial contributions to four functions of management. The instructor then distributes the sheet titled "Beneficial Contributions of Chartering to Management Functions." The participants are encouraged to read the statements on this sheet. The participants are told that the training has been organized into five sections, with technical assistance on an individual basis being offered to them between the third and fourth sections of the training. The instructor writes on the board or posts on newsprint the titles of the five sections of the training and indicates which sections will be learned at each of the above-mentioned meeting times. Further, it is explained that the participants will be learning the Chartering Process in relation to a live critical administrative issue which they will choose and which will be planned and organized using the Chartering format, communicated and validated with the important significant others which they identify, and evidenced by reporting the performance achievement after the program or plan has been implemented. The instructor explains that the process which is learned may then be applied to reshaping or reprocessing the same issue or program if it is a continuing one, or may be used for other issues which are selected as appropriate for the Chartering method. The reshaping or reprocessing of a continuing issue or program is called Re-Chartering, or Chartering over time.

INTRODUCTION TO THE DEFINITIONS OF TERMS

The instructor distributes the sheet titled "Definition of Terms." The participants are encouraged to read the terms and their definitions. The instructor explains that during the training they will become operationally acquainted with these terms and will want to keep the sheet available for immediate reference during each session.

EXPLANATION OF THE TRAINING STRATEGY

The instructor explains that the training is generally designed to provide the following steps to learning for each of the sections of the workshop: (a) a definition of the important terms or process being learned; (b) a statement of the learning objectives for the learners; (c) a presentation of the main concept; (d) a demonstration or presentation of an example; (e) a guided, "hands on" work session where participants learn to perform particular skills in relation to a live management issue of their choosing; and (f) a summary or review of the learning.

SECTION I

SCANNING AND SELECTING CRITICAL ISSUES

Definition

A process whereby an administrator surveys very quickly the total field of responsibility in order to select critical issues which deserve attention for further clarification, decision making, or communication.

Objectives

The participant will comprehend the importance of scanning in order to identify critical issues.

The participant will scan and will identify four issues that are critical to him or her at the present time or for the immediate future.

The participant will select one of these issues for processing, using criteria, or selection of critical issues.

Note:

The instructor may post these objectives, refer to them, and confirm them with the participants writing them on newsprint.

THE NEED TO IDENTIFY CRITICAL ISSUES

Opening Illustration

The instructor will distribute the following illustration on separate sheets. The participants will be asked to read it and discuss with each other the prevalence of the situation among administrators.

The "unfinished business" folder is growing and your desk is covered with partially completed tasks. How do you decide what to do next? Will you work on your report to the faculty senate, solve the personnel problem between two teachers, work on the proposal for a new program for the disadvantaged, or complete a questionnaire which is a critical issue to a fellow division chairman? Perhaps you can pile some of it on the edge of your desk and if no one asks for it in two weeks, shove it off into the vertical file.

It would be better for your peace of mind if you could get the critical tasks out of the way. How do you select the critical issues? You have spent so much time putting out fires and oiling the squeaky wheel that you have not been able to plan your budget for next year.

Discussion in Small Groups

The instructor distributes Peter Drucker's quotation and suggests that the group apply it to the above problem. Ask the group to give examples of administrators who have problems deciding on critical issues.

Quotation

"The decision has to be made as to which tasks deserve priority and which are of less importance. The only question is which will make the decision — the executive or the pressures. . . .

"Pressures always favor yesterday. . . a top group which lets itself be controlled by the pressures will slight the one job no one else can do. It will not pay attention to the outside of the organization. It will therefore lose touch with the one reality, the only area in which there are results. For the pressures always favor what goes on inside. They always favor what has happened over the future, the crisis over the opportunity, the immediate and visible over the real, and the urgent over the relevant.

"The job is, however, not to set priorities. That is easy. . . the difficulty (is in) setting 'posteriorities' — that is, deciding what tasks not to tackle — and of sticking to the decision."

Peter Drucker

Scanning Explained

Instructor presents the following concepts verbally.

The failure to scan may result in costly waste of time and effort. The failure may also result in a costly loss of missed opportunity. To be able to appreciate a particular situation and its significant facts and values, in the midst of all the

pressures, is the distinguishing mark of a capable administrator.

Note:

The instructor may present examples of administrators who have missed opportunities or caused costly errors due to their failure to scan and appreciate the situation. See example below.

To scan, the administrator must survey very quickly the total field of responsibility as does an infantry scout under fire, who rapidly views his strategic situation. He identifies potential danger spots and gives them close scrutiny. He hasn't time to gather all the facts, nor can he look at only what is in front of him. He must locate the critical danger areas as well as those areas which could present him with an advantage. The term "mixed scanning" refers to the task of viewing the whole and concentrating on the critical issues. (See page 9.)

Discussion in Small Groups

Instructor asks the small groups to identify danger areas or opportunity areas which they have already identified in their scanning. Some examples are: (a) changes in community or industry needs, (b) new funding opportunities, (c) new demands from superiors, (d) new awareness of duplication of effort.

IDENTIFYING CRITICAL ISSUES BY SOURCE

Definition

A process of scanning the following sources: (a) Federal and State outside of vocational education, (b) Federal and State inside of vocational education, (c) district outside of vocational education, (d) district inside of vocational education.

Presentation of Concept

The instructor presents the following concepts verbally and then refers to Figure 1 (page 10).

Critical issues originate from many sources and do not come labeled with priority labels. Scanning and selecting critical issues by source reduces the chance of overlooking a critical issue which may originate at a distance. Some issues may be critical and yet not be recognized as such by your immediate superior or even by yourself previously. Issues can even be outside or inside of vocational education.

Explanation of Figure 1 (Scanning Process)

The instructor hands out the diagram (Figure 1) and explains the meaning of the four quadrants. In addition, he may draw the figure on the board and write in examples in each quadrant as he explains the diagram.

Discussion in Small Groups

Instructor asks the small groups to identify other examples for each quadrant. Groups are asked to share some of their examples with the total groups.

Participants List Their Critical Issues

Instructor passes out sheets titled "My Critical Issues Worksheet" (page 12). Each participant is asked to fill it out as best he or she can, and to request help from the instructor if it is desired. The instructor makes spot checks in order to identify conceptual errors relating to the meaning of the quadrants.

SELECTING CRITICAL ISSUES FOR CHARTERING

Presentation of Concept

Instructor presents the following.

Not all issues which are identified as a result of scanning need to be dealt with further. Some issues may need to be referred to others. Some issues may be handled as routine problems. The management tool we are learning to use is especially appropriate for use with complex critical issues or demands which have a high degree of importance. They need to be identified as appropriate for you to process. They may especially need to be chartered if there is lack of clarity about expectations related to them. The issue may also be one that you can actually do something about or you will be wasting your time.

Selecting an Issue

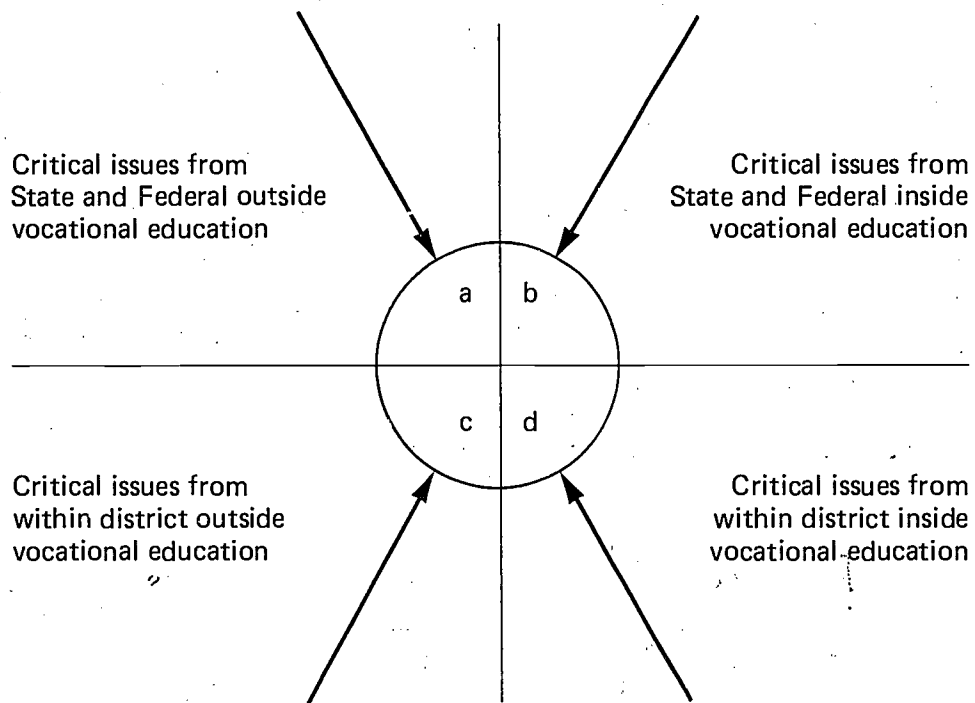
Instructor distributes the sheet titled "Criteria for Selecting Issues for Chartering" (page 14). The criteria are explained.

ILLUSTRATION OF FAILURE TO SCAN

You requested and received approval for \$30,000 to purchase material for electronics courses. The courses were popular, the instructors were excellent, and industry has been pleased with your electronic technician graduates. Your track record shows that you could anticipate about 100 new enrollees in the fall. During the summer the aerospace contracts were terminated, technicians were laid off, and your recent graduates were unemployed. Could your errors have been avoided? Discuss steps to determine if this was a critical issue.

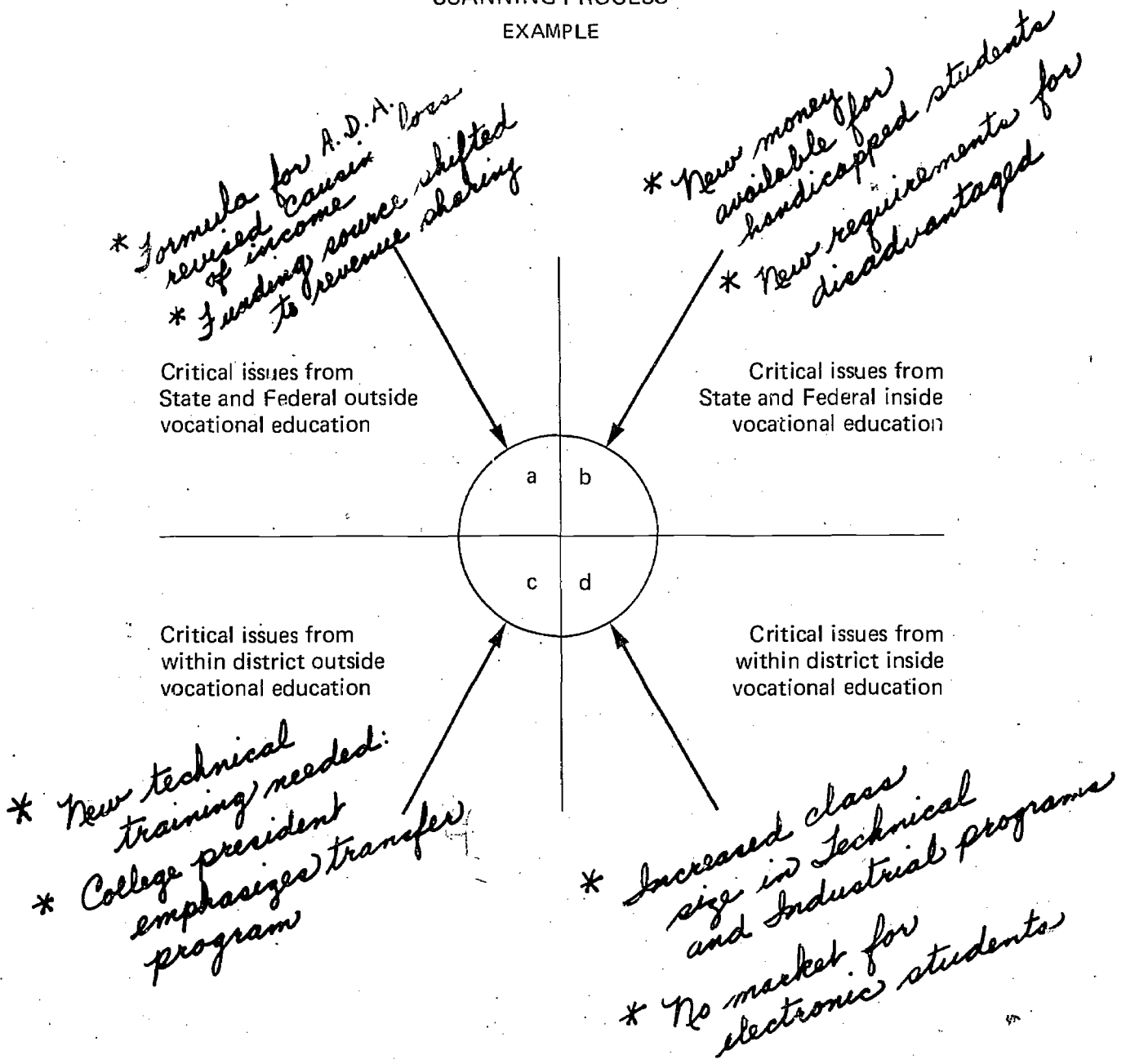
SCANNING PROCESS

Figure 1



SCANNING PROCESS

EXAMPLE



MY CRITICAL ISSUES WORKSHEET

PROCESS

CRITICAL ISSUES

SOURCE

- A. From State and Federal
outside of Vocational Education

- B. From State and Federal
inside of Vocational Education

- C. From within District
outside Vocational Education

- D. From within District
inside Vocational Education

The participants are asked to select their most critical complex issue for Chartering, using the criteria suggested. The participants may then be asked to share their selected issue with their small groups. This procedure may help participants to recognize the significance of the issues being dealt with and may also alert the instructors to problems relating to this phase of the instruction.

Review of Objectives

The instructor may want to refer to the accomplishment of the three objectives which were set at the beginning of this section.

CRITERIA FOR SELECTING ISSUES FOR CHARTERING

Looking at the issue(s), demand(s), or pressure(s), determine its placement on each of the criteria scales below.

IMPORTANCE:

- Is the issue or demand one which requires you to make a response?
- Is it of great importance to either you or to those to whom you report?
- Is the issue an important one to you but not yet important to those to whom you report?
- Is the issue likely to be important in the future?

Unimportant

Important

--	--	--	--

APPROPRIATENESS:

- Is the issue or demand one that you recognize as legitimate and within the scope of your program?
- Is the issue or demand one that is accepted by you as a function of your role?

Inappropriate

Appropriate

--	--	--	--

CLARITY:

- Is the issue or demand in need of clarification between yourself and those to whom you report?
- Is the criterion for evaluating performance unclear or unchanging?
- Is the issue subject to change over time thus making clarification increasingly necessary?

Clarity

Lack of clarity

--	--	--	--

ABILITY TO RESPOND:

- Is the issue or demand one where there is reason to believe that progress can be made in establishing one's accountability?
- Is the issue or demand one about which you can do something?
- Is the issue or demand within one's capacity, existing or potential, for responding with evidences of accountability?

Unable to respond

Able to respond

--	--	--	--

Generalization: Issues or demands which are graded on the right side of each of the criteria should receive attention as having a high priority for Chartering.

SECTION II

MAPPING THE ESSENTIAL PARTS OF A CRITICAL ISSUE

Definition

A process of designing a holistic communication on a critical issue by identifying the essential types of information which include: (a) specifications, (b) performance levels, (c) limitations and facilitators, and (d) indicators of standards and evidences.

Objectives

The participants will create a map of their selected critical issue.

The participants will identify the essential specifications relating to their critical issues.

The participants will create performance levels for their critical issues.

The participants will identify the facilitating and limiting forces related to their critical issues.

The participants will specify the standards and evidences expected by significant others related to the critical issue.

Note:

The instructor may post these objectives, refer to them, and confirm them with the participants.

THE NEED TO CREATE A MAP OF A CRITICAL ISSUE

Opening Illustration

The instructor will present the following illustration verbally or hand it out on a separate sheet. The illustration suggests the usefulness of mapping to communicate a complex whole and its essential parts.

"One summer during my college years my uncle, a construction engineer, hired me as a member of a crew building air filtration tanks in the Reynolds Aluminum plant near Portland, Oregon. My uncle had me join the Hod Carriers and Pile Buck Union. Then, shortly before my first day of work began, he drew a rough map of the aluminum plant for me on the back of an envelope. First, he sketched the outline of the plant. Then, he filled in a few critical details: the entrance to the plant, the tanks under construction, the spot where the lumber was delivered, the eating facilities, and a few spots where a novice might get hurt. Day after day that map got me from my car to the construction site, was used by the crew's supervisor to specify where he wanted me to work and what he wanted me to do, and got me back safely to the car at the end of the day.

"With the help of a rough map, my uncle had led me to become aware of an, as yet, unexperienced complex whole and its critical parts that were essential from my role perspective."

James A. Farmer, Jr.

Presentation of Concept

The instructor explains that similarly, participants are expected to scan the whole of their critical issues and to develop a "rough map" of essential aspects or parts of the issue. Only the following details are to appear on each map. They are:

1. SPECIFICATIONS OF A CRITICAL ISSUE
2. PERFORMANCE LEVELS OF A CRITICAL ISSUE
3. LIMITATIONS AND FACILITATORS OF A CRITICAL ISSUE
4. INDICATORS OF STANDARDS AND EVIDENCES OF A CRITICAL ISSUE

Each of these four essential parts of the map will be created in turn.

The instructor will post on the board the above four titles of the essential parts to the Chartering map so that participants will be able to keep track of their progress through the learning experience.

SPECIFICATIONS OF A CRITICAL ISSUE

Definition

Brief statements which describe: (a) what the issue is about, (b) what program the issue is related to, (c) what values are being served, (d) who is significantly involved, and (e) what type of evidence is wanted.

Presentation of an Example

The instructor will distribute the sheet titled "Prototype of a Chartering Map — Essential Specifications." Each of the five specifications is read aloud accompanied by the comment that there will be further explanations after the example has been presented. The instructor then distributes the prepared example (page 18).

Each specification is further explained by the instructor following the reading of the example. The following explanations will clarify each in turn:

1. **Brief Description:** Sometimes this task is easy because the issue has already been focused. At other times it will seem difficult at first because the issue may be still in the form of a general pressure and you may have to sort out the most crucial area within the pressure or issue. For example, the pressure may have been identified that some students who were recent graduates were not getting jobs and this had been made known to you from the school placement office. When the issue is expressed in the above way, it is not clear what action may need to be taken. You may need to ask yourself what the critical task is in order to fill in the brief description, which in this case may turn out to be an assessment of employment available for vocational students who complete courses.

2. **Specification of the Educational Program:** Some issues may have relevance for many different programs. Do not assume that others are aware of the specific program to which it relates. In this case the administrator specified the evening program. This serves to locate the issue in terms of its institutional connections.

3. **Specification of the Program's Value:** In order to fill this in you will need to ask yourself the question: Why is doing this valuable? Is the value one that most people in society would share as a basic value, such as a high standard of living? Is doing what is being proposed valuable because it provides a way to contribute to this important value of society? These values are instrumental, that is, they provide a means to achieve a basic or societal value. If you can specify both kinds of values, it makes the statement stronger and shows others what your values are. If they share these values, then there is a further basis for agreement about the importance of accomplishing the task. In the example above, the administrator has identified the value of the program providing employers with just the right number of students. A further value is mentioned — that the students will be able to obtain employment after taking courses. The basic societal value that is affirmed here is that full employment, which leads to a higher standard of living for citizens, is desirable.

4. **Specification of Significant Others:** This task helps you to think through who is involved with your issue. A failure to identify a significant other who may have some authority or interest in the issue may cause you to overlook some resources or support for your issue. It may also cause resentment on the part of those who are bypassed or who may block the issue if they are not involved. A significant other is anyone who provides support for the issue, anyone who may have some authority or decision-making responsibility related to the issue, or anyone who may be affected by the implementation of the issue's activities.

5. **Specification of Type of Evidence Wanted:** There are a number of types of evidences which have been identified. These will be further explained during Section V of the workshop. For now, you will note that the type of evidence that this administrator has specified is the outcome or findings of the employment assessment. He thinks at this point that what is wanted is data from industrial surveys which may support some long-range forecasts for potential employment opportunities.

Participants Work on Essential Specifications for Their Critical Issue

The instructor distributes blank copies of the sheet titled "Prototype of a Chartering Map: Essential Specifications." Participants are asked to take the issue which they selected in Section I of the workshop and attempt to fill the form with the essential specifications of their critical issue. The instructor will want to let the participants know that he or she is available to check out their format or help them with conceptual problems. The instructor then spot checks or helps participants as needed. After most of the participants have finished this task, the instructor suggests that participants share the outcome of their work with each other in small groups. This procedure will reinforce the participants' confidence and sense of achievement.

PERFORMANCE LEVELS OF A CRITICAL ISSUE

Definition

Brief descriptions of what is considered to be: "excellent," "very good," "good," "fair," "poor" levels of performance in relation to a specific critical issue. The content of these descriptions may be quantitative or qualitative, and may be either developmental or independent items placed in a rank order.

Presentation of Concept

The instructor distributes the sheet titled "Prototype of a Chartering Map: Performance Levels." A presentation is then made using the following concepts (page 20).

PROTOTYPE OF A CHARTERING MAP

ESSENTIAL SPECIFICATIONS

1. BRIEF DESCRIPTION OF THE CRITICAL ISSUE TO BE CHARTERED: _____

2. SPECIFICATION OF THE TECHNICAL-VOCATIONAL EDUCATION PROGRAM TO WHICH THE
ISSUE RELATES: _____

3. SPECIFICATION OF THE PROGRAM'S VALUE(S) IN RELATION TO THE ISSUE: _____

4. SPECIFICATION OF SIGNIFICANT OTHERS IN RELATION TO THE ISSUE: _____

5. SPECIFICATION OF TYPE OF EVIDENCE WANTED BY SIGNIFICANT OTHERS: _____

PROTOTYPE OF A CHARTERING MAP

ESSENTIAL SPECIFICATIONS

EXAMPLE

1. BRIEF DESCRIPTION OF THE CRITICAL ISSUE TO BE CHARTERED: Assessment
of employment available for vocational
students who complete courses.
2. SPECIFICATION OF THE TECHNICAL-VOCATIONAL EDUCATION PROGRAM TO WHICH THE
ISSUE RELATES: Evening Programs.

3. SPECIFICATION OF THE PROGRAM'S VALUE(S) IN RELATION TO THE ISSUE: The
program must meet the needs of employers. Must
not prepare students for obsolete or unavailable jobs.
4. SPECIFICATION OF SIGNIFICANT OTHERS IN RELATION TO THE ISSUE: College
administrators, instructors, counselors,
employers.
5. SPECIFICATION OF TYPE OF EVIDENCE WANTED BY SIGNIFICANT OTHERS: Outcome
of the assessment - data from industrial
surveys supporting long range forecasts.

Developing the levels of performance is one of the most important tasks and presents the opportunity for the administrator to clarify his or her thinking about the range of possibilities or alternative possibilities related to the performance of the tasks which the issue may require. Clarifying these levels will assist the administrator in communicating his or her preferences quickly, precisely, and clearly.

Discussion in Small Groups

The instructor suggests that the group members discuss with each other the advantages of identifying various levels of performance. After members have thought about this for a few minutes, the instructor may want to bring out from the group or add to the group's contributions the following points:

- It is good because he never allows me the time to discuss an issue in detail. This will provide him with the breadth of an issue.
- It is good because he is too busy to research an issue and this provides him with a more comprehensive view of the options.
- It is good because now I know how he feels about the issue for the first time after he has seen the full range of possibilities.
- It is good because I can negotiate for something when I might have lost it all if everything depended on just one alternative.

Presentation of the Example

The instructor distributes the sheet titled "Prototype of a Chartering Map: Performance Levels, Example" (page 21). Each level is read to the group in the following order with the following comments:

Unattainable Ideal: This level is always left blank. This indicates that everyone should be saved from the tyranny of the perfect. A batting average of 1000 is impossible and unattainable. A batting average of 350 is excellent even for Hank Aaron. No one expects major league players to bat 1000.

Excellent: This level describes the performance which is actually in existence in some places or could be in existence if certain conditions were met. This level is the equivalent of a 350 batting average. Describe it operationally in as few words or numbers as possible.

Poor: This level describes the performance which is considered by you to be at the lowest level. It may be the minimum, or the least attractive alternative.

Good: This level is half way between Excellent and Poor.

Very Good: This level is half way between Excellent and Good.

Fair: This level is half way between Good and Poor.

Note:

The instructor is to point out that a full range of possibilities is what is being described operationally. The participants are not to be encouraged to start with describing what they are now doing and assign an excellent label to it. If they are tempted to interpret the process this way, suggest that they will be given the opportunity later in the workshop to indicate what they are now doing and what they and others would like to do.

Participants Work on Performance Levels of Their Own Critical Issue

The instructor distributes the sheet titled "Prototype of a Chartering Map: Performance Levels." The participants are instructed to create performance levels for their own critical issues. They are reminded to begin with a description of the Excellent level. The Poor level is to be completed next, followed by the Good level. The Very Good and the Fair levels are the last to be completed. Someone usually has trouble creating the levels because not all issues break into progressive levels which are inclusive of the lower levels of performance. There are two other types of performance levels, besides the progressive developmental type. There are simple quantity types where amounts of items are distributed at the different levels from low to high or high to low. There are also independent alternative types where each level is a separate alternative placed in rank order. Sometimes participants need help in breaking their issue into separate parts so that it can be handled with two or more types of performance levels.

After the participants have finished this task, the instructor suggests that participants share the outcome of their work with each other in small groups. During this part of the workshop the instructor will want to make himself available to provide technical assistance on an individual basis. Since this task is central to the Chartering procedure, the instructor needs to ask the help of the participants in seeing that all learners have accomplished the task. The instructor suggests that those who are having trouble ask a fellow participant to check his or her work or to ask the instructor for help.

PROTOTYPE OF A CHARTERING MAP

PERFORMANCE LEVELS

UNATTAINABLE IDEAL

(Do not define)

EXCELLENT

VERY GOOD

GOOD

FAIR

POOR

PROTOTYPE OF A CHARTERING MAP

PERFORMANCE LEVELS

EXAMPLE

UNATTAINABLE IDEAL

(Do not define)

EXCELLENT

Below plus making new requests or contracts from employers.

VERY GOOD

Below plus research to make five year projections.

GOOD

Below plus surveying H.R.D., industry, association and others surveys.

FAIR

Below plus using advisory Committee recommendations.

POOR

Past Practice - Hunch.

LIMITATIONS AND FACILITATORS OF A CRITICAL ISSUE

Definitions

Limitations: Descriptions of factors or forces related to a critical issue effecting a program which are unfavorable to its implementation or acceptance.

Facilitators: Descriptions of factors or forces related to a critical issue effecting a program which are favorable to its implementation or acceptance.

Presentation of Concept

The instructor introduces this part of the Chartering map with the following comments.

It has been found to be very valuable to identify the limitations and facilitators that may surround an issue. This is often given too little attention especially in planning and writing proposals. These factors and conditions provide the forces and resources as well as the blocks that make possible reaching or not reaching the higher levels of achievement. Awareness of these not only provide a more adequate understanding about what can reasonably be expected to occur to an issue or proposal in the future. It can also provide an explanation as to why achievements have been limited. Summarizing these forces and communicating them to significant others may help them understand what a plan or proposal has going for it or against it.

Note:

The instructor at this point draws a figure of a force field on the board. See below:

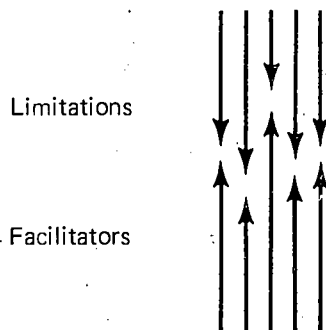


Figure 2: A Force Field

These limitations and facilitators can be seen as opposing forces, influences, and resources. Each of the downward arrows represents a particular limiting force; the upward arrows, facilitating forces.

The significant others can quickly evaluate these facilitators and limitations which are recognized by the author of the critical issue. They may be aware of other facilitators or limitations which, when pointed out, also serve to communicate new information to the author.

Presentation of the Example

The instructor distributes the sheet titled "Prototype of a Chartering Map: Forces." The example is also distributed. Each line is read verbally by the instructor. The instructor explains that these forces relate to the same critical issue which has been used as an example to illustrate the other essential parts of the Chartering map. The instructor also explains that facilitators and limitations are identified after the performance levels have been identified because often authors get discouraged with the limitations and fail to see the possibilities.

Discussion in Small Groups

The instructor suggests that the other participants try to identify any other facilitators and limitations which the author in the example may have overlooked. They are encouraged to share their thoughts with each other in small groups.

Participants Work on Identifying Limitations and Facilitators for Their Own Critical Issues

The instructor distributes additional copies of the sheet titled "Prototype of a Chartering Map: Forces" and encourages the participants to begin identifying the limitations and facilitators for their own critical issue. The instructor may need to provide technical assistance to individuals during this period of time. Some participants usually have trouble because they

PROTOTYPE OF A CHARTERING MAP

FORCES

LIMITATIONS:





FACILITATORS:

PROTOTYPE OF A CHARTERING MAP

FORCES

EXAMPLE

LIMITATIONS:

Time and personnel.

Availability of updated information.

Integrity of reporting sources.

Economic changes.

Students need employment.

Short labor supply of technically skilled.

New products requiring new technicians upturn in economy.

FACILITATORS:

have not fully understood the meaning of a facilitator or a limitation as a force. The instructor may have to give several examples which show how an item can be expressed as a force that affects the critical issue. After the participants have finished this task, the instructor suggests that they share the outcome of their work with each other and help each other identify further items that may have been overlooked. The instructor then finds out from the participants if they are ready to proceed to the next and last part of the Chartering map.

INDICATORS OF STANDARDS AND EVIDENCES OF A CRITICAL ISSUE

Definitions

Indicators of Standards: A position indicated by "S" (Standard) which is placed opposite a specific level of performance, which, if achieved, would satisfy an individual. If more than one individual is involved, there may be more than one "S" which can be designated by "S" self, and "S" other, or "S" a, b, c, etc.

Indicators of Evidences: A position indicated by "E" (Evidence) which is placed opposite a specific level of performance, which may indicate either the degree to which performance has been achieved in the past, or is being achieved in the present, or is intended realistically to be achieved in the future. These distinctions are made respectively as follows: "E" past, "E" present, and "E" intended.

Presentation of Concept

The instructor presents the following:

The fourth and last essential part of the Chartering map is the indicators of standards and evidences of a critical issue. This information on the map provides the opportunity for you to become explicit in your thinking about your expectations in relationship to the expectations of significant others. It also provides you and your significant others with information about your past and present achievements and what you intend to achieve in the future.

Very often administrators tend to assume that there is agreement about the level of performance or the expectations which others have. It is not infrequent that there are disparities of expectations that cause disappointment and frustration when discovered after the fact. The Chartering map with its indicators of standards and evidences provides an opportunity for you and significant others to arrive at consensus about levels of performance and related expectations.

Now that you have created performance levels and have listed the forces that affect performance, you have a ruler that can be used for measuring the effects of the forces on your performance.

A standard is a specific level of performance which, if achieved, would satisfy the person concerned. If you look at the levels of performance for your critical issue and take into consideration the forces which you have going for and against its performance, what is the point on or between the levels which would satisfy you if it were achieved? That point is your standard of performance. The standard is not always at the excellent level because a lesser level may satisfy you when you take into consideration the particular limiting forces which are in your situation. It is a mistake to assume that others have the same standards as you have on your critical issue. You will want to ask yourself what the standards are for significant others so that you will be able to become aware of where the greatest disparities and agreements exist.

Evidences are something else. They are indicators of what has been achieved in the past, what is presently being achieved, and what realistically is intended to be achieved. These evidences may or may not meet the standards which various persons including yourself hold. An evidence indicates that there is proof or will be proof that the level of evidence indicated has been or will be achieved.

Presentation of an Example

The instructor distributes the sheet titled "Prototype of a Chartering Map: Standards and Evidences." The example is also distributed. Each line is read verbally by the instructor. When the instructor comes to the "S__" and the "E__" he or she makes the following comments:

The "S" self indicates that the author would be satisfied if he could have an assessment of employment available for vocational students which had the quality of projections based on research and also included a few actual promises or contracts from employers. The author indicates that he thinks that the college administration, "S" Admin, would be satisfied with the assessment somewhere between the Good and the Very Good level.

The "E" past is placed at the Poor level because the author knows that there is evidence that assessment of available employment for students has been based on hunches of department chairman in the past. The author placed an "E" present opposite the Fair level because he knew that there is evidence that this year most of the newly organized advisory committees made recommendations about the number of jobs that they thought would be available for graduating students in each vocational area. The author placed an "E" intended opposite the Good level because he expects to achieve this level next year even though he knows that is not the standard of the administrator or his own standard which cannot reasonably be set as

PROTOTYPE OF A CHARTERING MAP

STANDARDS AND EVIDENCES

S__ = LEVEL OF STANDARD

PLACE AN "S__" TO THE LEFT OF THE APPROPRIATE LEVEL OF PERFORMANCE FOR EACH RELEVANT STANDARD. ALSO SPECIFY THE SOURCE OF EACH STANDARD AS A SUBSCRIPT.

E__ = LEVEL OF EVIDENCE

PLACE AN "E__" TO THE LEFT OF THE APPROPRIATE LEVEL OF PERFORMANCE. AN "E__" MAY BE USED TO INDICATE A PAST, PRESENT, OR INTENDED LEVEL OF EVIDENCE. SPECIFY THE TIME REFERENT (PAST, PRESENT, OR INTENDED) FOR EACH RELEVANT LEVEL OF EVIDENCE AS A SUBSCRIPT.

UNATTAINABLE IDEAL

S__

EXCELLENT

VERY GOOD

S__

E__

GOOD

E__

FAIR

E__

POOR

PROTOTYPE OF A CHARTERING MAP

STANDARDS AND EVIDENCES

EXAMPLE

S__ = LEVEL OF STANDARD

PLACE AN "S__" TO THE LEFT OF THE APPROPRIATE LEVEL OF PERFORMANCE FOR EACH RELEVANT STANDARD. ALSO SPECIFY THE SOURCE OF EACH STANDARD AS A SUBSCRIPT.

E__ = LEVEL OF EVIDENCE

PLACE AN "E__" TO THE LEFT OF THE APPROPRIATE LEVEL OF PERFORMANCE. AN "E__" MAY BE USED TO INDICATE A PAST, PRESENT, OR INTENDED LEVEL OF EVIDENCE. SPECIFY THE TIME REFERENT (PAST, PRESENT, OR INTENDED) FOR EACH RELEVANT LEVEL OF EVIDENCE AS A SUBSCRIPT.

UNATTAINABLE IDEAL

(leave unspecified)

S_{self}

EXCELLENT

Below plus making contracts to identify current needs of employers.

VERY GOOD

S_{admin.}

Below plus doing research to make five year projections.

E_{intended} GOOD

Below plus surveying U. R. D, industry and Association, etc.

E_{present} FAIR

Below plus using Advisory Committee recommendations.

E_{past} POOR

Personal Hunch - past practices.

intended levels of performance, given the existing and anticipated relationship between facilitating and limiting forces.

Participants Work on Indicators of Standards and Evidences of Their Own Critical Issue:

The instructor distributes additional copies of the sheet titled "Prototype of a Chartering Map: Standards and Evidences" and encourages the participants to begin identifying the standards and evidences for their own critical issue. The instructor may need to provide technical assistance to individuals during this period of time. Common errors which cause problems are: (a) confusing the excellent level with the standard; (b) failing to understand that there can be different standards for one's self and one's significant others; (c) confusing the intended evidence with one's own standard, without realizing that it is possible to hold a standard and not intend to reach it in the immediate future. Sometimes a participant will resist putting a standard on a map for significant others claiming that he or she does not know for sure what it is. The instructor will need to encourage the participant to make a projection of what he or she thinks it might be and to check this out with the significant other when their map is shown. Sometimes it may be better to let the significant other put this information on at the time of the conference.

SUMMARY OF SECTION II: MAPPING THE ESSENTIAL PARTS OF A CRITICAL ISSUE

Presentation of the Total Prototype of a Chartering Map

The instructor distributes the sheet titled "Prototype of a Chartering Map" and makes the following comments:

You have created all of the parts of the Chartering map separately, in order to learn it step-by-step. However, there is an advantage in putting all of the information on one single map so that the interrelationships can be seen more clearly. This one sheet of paper can now be the basis for communicating to significant others about the way you are thinking about the issue.

Presentation of the Example

The instructor distributes to the participants the sheet titled "Prototype of a Chartering Map: Example." After the participants have had an opportunity to see the relationship of the parts to each other, the instructor distributes additional examples of completed Chartering maps. These examples illustrate the variety of issues which can be handled using the map and also the different types of performance levels.

Participants Work on Putting Together the Essential Parts of Their Own Critical Issue on a Single Chartering Map

The instructor distributes blank paper to the participants and encourages them to take the separate parts of information and create a single Chartering map of their own critical issue. After this task has been accomplished, the instructor may want to encourage the participants to share their work with each other.

Review of Objectives

The instructor may want to refer to the accomplishment of the five objectives which were posted at the outset of Section II of the workshop.

PROTOTYPE OF A CHARTERING MAP

BRIEF DESCRIPTION OF THE CRITICAL ISSUE TO BE CHARTERED: _____

SPECIFICATIONS OF THE TECHNICAL-VOCATIONAL EDUCATION PROGRAM TO WHICH THE ISSUES RELATES: _____

SPECIFICATION OF THE PROGRAM'S VALUE(S) IN RELATION TO THE ISSUE: _____

SPECIFICATION OF SIGNIFICANT OTHERS IN RELATION TO THE ISSUE: _____

SPECIFICATION OF TYPES OF EVIDENCE WANTED BY SIGNIFICANT OTHERS: _____

LIMITATIONS:

Unattainable Ideal _____

Excellent _____

S__

Very Good _____

S__

E__ Good _____

E__ Fair _____

E__ Poor _____

FACILITATORS:

NOTE:

S = Standard

Place an "S__" to the left of the appropriate level of performance for each relevant standard. Also specify the source of each standard as a subscript.

E = Evidence

Place an "E__" to the left of the appropriate level of performance. An "E__" may be used to indicate a past, present, or intended level of evidence. Specify the time referent (past, present, or intended) for each relevant level of evidence as a subscript.

PROTOTYPE OF A CHARTERING MAP

EXAMPLE

BRIEF DESCRIPTION OF THE CRITICAL ISSUE TO BE CHARTERED: Assessment of employment available for vocational students who complete courses.

SPECIFICATIONS OF THE TECHNICAL-VOCATIONAL EDUCATION PROGRAM TO WHICH THE ISSUES RELATES: Evening Program.

SPECIFICATION OF THE PROGRAM'S VALUE(S) IN RELATION TO THE ISSUE: The program must meet the needs of employers. Must not prepare students for obsolete or unavailable jobs.

SPECIFICATION OF SIGNIFICANT OTHERS IN RELATION TO THE ISSUE: College administrators, instructors, counselors, employers.

SPECIFICATION OF TYPES OF EVIDENCE WANTED BY SIGNIFICANT OTHERS: Outcome of the assessment — data from industrial surveys supporting long range forecasts.

LIMITATIONS:

↓	<u>Time and Personnel.</u>		Unattainable Ideal	<u>(leave unspecified.)</u>
	<u>Availability of</u>		Excellent	<u>Below plus making</u>
	<u>updated information.</u>	<u>S self</u>		<u>contracts to identify</u>
	<u>Integrity of reporting</u>		Very Good	<u>current needs of employers.</u>
↓	<u>sources.</u>			<u>Below plus doing</u>
	<u>Economic changes.</u>	<u>S admin.</u>		<u>research to make five</u>
		<u>E intended</u>	Good	<u>year projections.</u>
				<u>Below plus surveying</u>
↑	<u>Students need employment.</u>			<u>N.R.D. industry and</u>
	<u>Short labor supply of</u>	<u>E present</u>	Fair	<u>Association, etc.</u>
	<u>technically skilled.</u>			<u>Below plus using</u>
	<u>New products requiring</u>			<u>Advisory Committee</u>
↑	<u>new technicians</u>	<u>E past</u>	Poor	<u>recommendations.</u>
	<u>upturn in economy.</u>			<u>Personal Hunch —</u>
				<u>past practices.</u>

FACILITATORS:

NOTE:

S = Standard

Place an "S_" to the left of the appropriate level of performance for each relevant standard. Also specify the source of each standard as a subscript.

E = Evidence

Place an "E_" to the left of the appropriate level of performance. An "E_" may be used to indicate a past, present, or intended level of evidence. Specify the time referent (past, present, or intended) for each relevant level of evidence as a subscript.

SECTION III

COMMUNICATING AND VALIDATING MAPS OF CRITICAL ISSUES WITH SIGNIFICANT OTHERS

Definition

A process whereby a map of a critical issue is shared between two or more significant others and confirmation, consensus, or agreement is sought related to the specifics as well as the whole of the map including expectations for future performance.

Objectives

The participants will comprehend the several situations to which the Chartering map may be applied and will identify those which are most appropriate for his or her immediate use.

The participants will comprehend the nature of the feedback and interaction process which is involved in communicating and validating critical issues.

The participants will experience and will communicate and validate their own critical issue with at least one significant other and will gain skills related to this task.

The participants will receive on request technical assistance on an individual basis following the session for the purpose of increasing their comprehension and skills in use of the tool.

THE USE OF THE CHARTERING MAP IN COMMUNICATING AND VALIDATING CRITICAL ISSUES

Presentation of an Example of the Chartering Map Being Used

The instructor distributes to the participants copies of the following example of the use of the Chartering map:

The time has come again for you to submit next year's budget for the Business Education Department. There is no problem with budgeting for the popular, well-attended, highly approved courses, but how about the new program?

Your sales and marketing instructor has developed a management course at the request of several large department stores. Part of the course includes a section on displays, in which some of the stores and their employees have offered to provide technical assistance. The problem is money to simulate a store window where the students can practice the art. Tools are needed to produce the display sets. Materials such as wood, poster material, paint, cloth, and lighting are needed. You need \$1,500 as a minimum; \$4,500 would be needed to accomplish all you would like to do. These are the facts.

The administrator to whom you report has not appeared to be interested in this phase of business education. He does not know that the store managers are very positive about the proposed program. He is very busy right now, and you have not been able to get an appointment to discuss it. The top administrator of the educational system might be interested, but it is dangerous to go to him around your immediate superior. Unless you get support from both, the controller will scratch the program, and the top administrator will never hear about it.

You think about whether the Chartering map of your issue will help you. So you prepare a map of the issue along with backup material showing some of the following:

- (1) Number of students who have indicated interest
- (2) Lists of department stores and employees who will assist the program
- (3) Pictures of window displays done by students in the pilot summer program
- (4) Number of students enrolling next year and anticipated A.D.A.
- (5) Placement opportunities for students

Now you request an interview with your supervisor. You indicate to the secretary that you have your proposal worked out and that it will take a minimum of his time.

At the interview you present the Chartering map of your critical issue, quickly and concisely. You ask him if he would add anything to the specifications. You encourage him to give you feedback on the way you have laid out the levels of performance and on the limitations and facilitators which you have identified. You explain the meaning of the "S" self, "S" admin. standards, and the "E" past and "E" intended evidences. He tells you he is impressed with the way you have clarified the alternatives for him. He also mentions that he thinks that there is an additional source of funds which he suggests that

you include in your facilitators list. He mentions the possibility that T. and I. might be willing to come up with some of the materials to get the program started the first year, so that the intended level for budgeting would be at the Good level. You let him control the length of the interview, which is determined by his interest. At the close of the interview, you suggest that he read the backup material at his convenience. You request that he present it to the top administrator and offer to accompany him.

Following your superior's presentation to the top administrator, he informs you that:

- (1) The top administrator has approved your request at the Fair, Good, Very Good, or Excellent level of performance and has forwarded it to the controller; or
- (2) The top administrator would like to discuss it with you, himself, and the instructor; or
- (3) The top administrator will meet with the controller and inform those concerned that the results of the conference will be available after the meeting; or
- (4) The top administrator rejected the request, giving his reasons at the top of your Chartering map.

Now you know:

- (1) That they are all aware of your instructor's program and its acceptance by the store managers;
- (2) That you have or have not received approval for some or all of your requests;
- (3) What others like and do not like about the plan;
- (4) That you can now plan your program and set your objectives within the constraints and limitations which all of the parties involved have been made aware.

All this has happened in response to a brief interview with your superior plus other brief interviews during which no research or study was required by anyone but you. All participants are fully informed about your program. There has been a relatively small amount of time and cost expended.

Presentation of Concept

The instructor refers to the preceding example and makes the following comments:

In the example, the Division Chairman of the Business Education Department scanned and selected his critical issue. He prepared a map and communicated it with his superior, who in turn communicated it to the top level administrator. This is an example of the upward use of Chartering, particularly a face-to-face communication between subordinates and their immediate superiors. This very well may be the pattern which you will typically want to use with the particular critical issue which you have mapped. However, there are also other patterns which have been identified and which may also be appropriate for use with your issue or issues that you may identify in the future.

Some of these possible patterns are identified below under the title "Patterns for the Communication and Validation of Chartering Maps."

The instructor distributes this information on a separate sheet and reads the alternatives to the group.

PATTERNS FOR THE COMMUNICATION AND VALIDATION OF CHARTERING MAPS

1. In interpersonal settings, particularly face-to-face communication between subordinates and immediate superiors. This communication may be initiated by either.
2. In group settings, particularly when members of the group present the individual critical issues which they have mapped in order to obtain feedback or consensus.
3. In group settings, particularly when all members of the group share their maps on the same critical issue in order to explore the content for consensus and to arrive at new ways of thinking about the issue.
4. Vertically within the same institution, particularly when the same issue is mapped by persons at the various levels in order to explore and get feedback from the different role perspectives.
5. On an interinstitutional basis, particularly when specialized staff persons from the separate institutions are brought together to consider a specific critical issue which they have in common in order to clarify it or arrive at consensus between them on the issue.
6. On an intersystem basis, particularly when a local school or college system and the state regional personnel need to clarify expectations related to new or existing programs. Similarly, when State and Federal personnel need to clarify expectations regarding proposed or ongoing programs.

Participants Work on Selecting the Pattern for Communicating and Validating Their Own Maps of Their Critical Issue

The instructor encourages the participants to discuss the advantages and appropriateness of each of the above alternative patterns for their own maps of their critical issues.

THE NATURE OF THE FEEDBACK AND INTERACTION PROCESS

Presentation of an Example of the Feedback and Interaction Process

The instructor asks the participants to turn back to the example of the Chartering map being used (see page 30). He makes the following comments:

In the example of the Chartering map being used by the Division Chairman of the Business Education Department, the division chairman did the following things in the interview:

1. He presented the map quickly and concisely. It would have been convenient for there to have been more than one copy of the map.
2. He asked his superior if anything needed to be added or changed in the specifications.
3. He asked for feedback on the way the levels of performance and the limitations and facilitators were laid out and had been identified.
4. He explained the meaning of the "S" self and "S" admin. standards, and the "E" past and "E" intended evidences.
5. He received feedback on each part of the map and made notes on additions and changes.
6. He allowed the superior to determine the length of the interview.
7. He referred to the backup materials which had been provided and suggested that it be read at the superior's convenience.
8. He offered to accompany the superior, if necessary, in communicating the map to the top level administrator.

Presentation of Concept of a Network of Significant Others

The instructor then explains that there are usually several significant others related to an issue and that a strategy for communication and validation with each significant other may need to be thought through. The instructor then distributes the sheet titled "Network of Significant Others." The following concepts are then discussed with the participants:

This example of a network of significant others shows some of the different role perspectives which may relate to your critical issue as mapped. You may want to ask yourself the following questions:

1. Who are the additional significant others who may need to be added to your map?
2. Do you need to communicate and validate your map with some significant others before you do it with others?
3. Have you determined the purpose of communicating and validating for each significant other, since the emphasis may shift from person to person or group to group, such as: (a) primarily obtaining feedback, (b) primarily presenting alternatives, and (c) primarily negotiating for consensus and decisions?

Participants Work on Their Interview Strategy

The instructor encourages the participants to work on their interview strategies using the sheet titled "Network of Significant Others" as a resource.

Presentation of Concept: Beneficial Reasons for Communicating and Validating Maps of Critical Issues

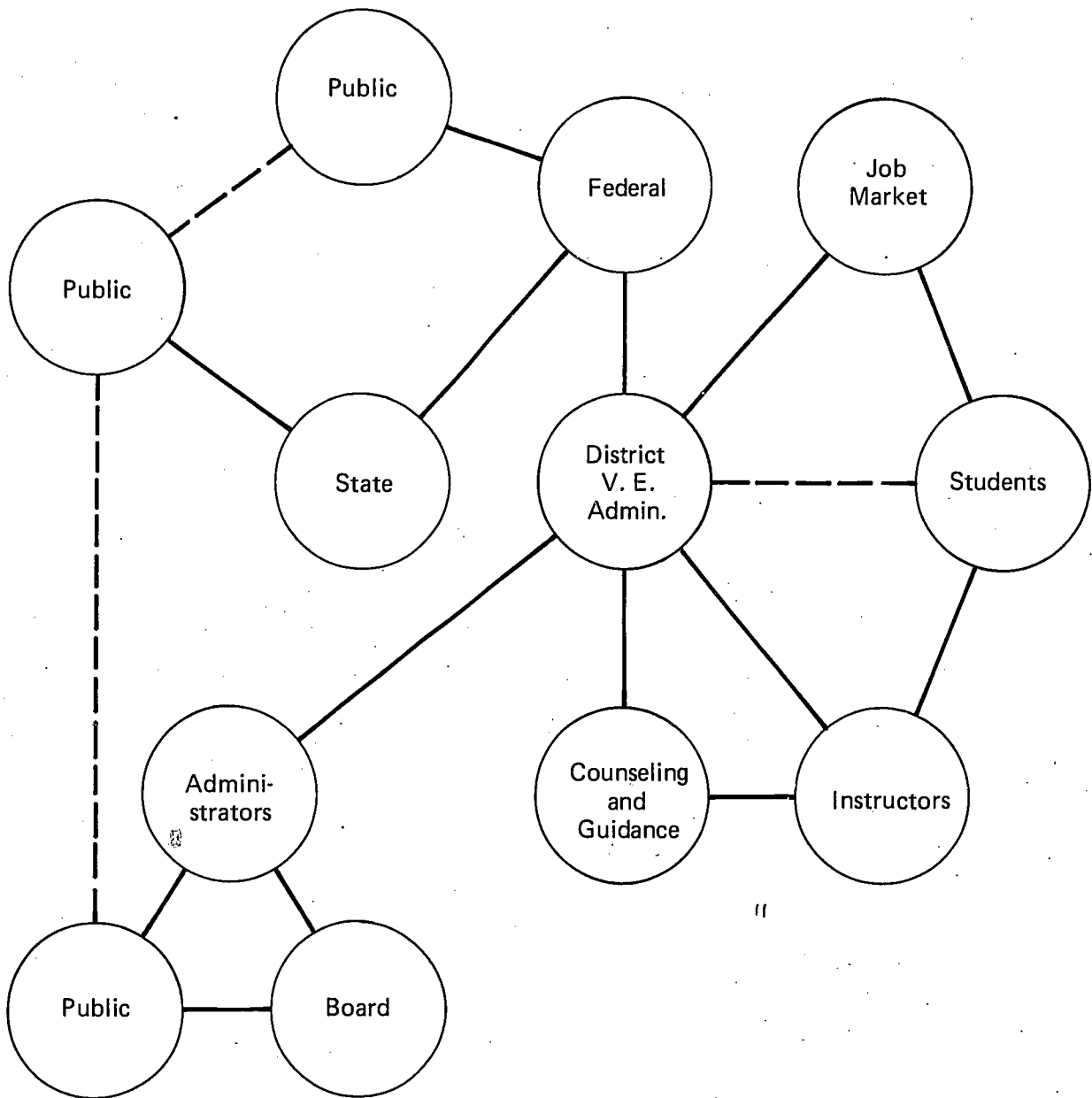
The instructor presents the following concepts.

There are several beneficial reasons for communicating and validating the map of your critical issue. They include:

1. An opportunity to present the full scope and range of alternatives and possibilities of your critical issue in a concise manner without getting bogged down in a controversy or disagreement over a minor or peripheral item. This also can let others know that you have thought the critical issue through, know the alternatives, and are in a position to discuss it rationally without having to resort to rhetoric or "pearly" words.
2. An opportunity to explore the valuings, priorities, and conceptualizations of significant others related to your issue without their having to spend a great deal of their time in researching the issue. They may be able to provide you with a perspective from their role which may be important for you to understand in receiving their recommendations, decisions, or responses to the implementation of your program. Their feedback has the advantage in many cases of being specific rather than general. This helps you to know the specifics of their approval or disapproval.
3. An opportunity to negotiate and attempt to arrive at consensus regarding the specifics of your issue concerning: (a) specifications, (b) levels of performance, (c) facilitators and limitations, (d) standards, and (e) evidences. This will help you to resolve disparities of expectations, and provide you with a much more clear picture of where you stand.

In summary, the process of communicating and validating your map of a critical issue may help to: (a) inform others, (b) obtain feedback so you will know better where you and others stand, and (c) negotiate for consensus or validation on the specifics related to your critical issue.

NETWORK OF SIGNIFICANT OTHERS



Each of the significant others shown above may have, to some extent, a stake in a particular critical issue. The nature of their interest is a factor to consider in the decision whether or how to communicate with each of them concerning a critical issue.

EXPERIENCING THE COMMUNICATION AND VALIDATION OF MAPS

Presentation of Concept

The instructor explains the design for sharing the maps with significant others during the workshop. The alternatives for this are:

1. The participants transfer their map of their critical issue onto newsprint, writing with felt markers and proceed one at a time to explain their maps verbally before the total group. The instructor provides technical assistance by giving feedback as to form. The instructor also encourages the participants to ask each other for suggestions of both substance and form.
2. The participants transfer their maps onto newsprint as above and proceed to explain them to specific significant others (who have been identified as being very likely to be a superior to whom most of the participants report). These invited significant others will have to be briefed ahead of time about their role in the workshop, that is, responding as best they can to each participant concerning his or her map of a critical issue, keeping in mind that since the feedback session is in public rather than private, some of the feedback may need to be saved for a private session or provided to the participant in writing after the session. The instructor confines his technical assistance to the form of the map. He also provides encouragement in using the procedure for interviewing and relating the beneficial reasons for communicating and validating to the specific occurrences in the live negotiations.

Participants Communicate and Validate Their Maps of Critical Issues

The instructor proceeds to facilitate the communication and validation as outlined by one of the above approaches until all persons have had an opportunity to have interaction on their maps. After all participants have done so, the instructor summarizes some of the advantages which have emerged in the session, bringing out points including the following:

1. The use of the maps has saved the time of the significant other in understanding and communicating about complex, critical issues.
2. The use of the maps has caused significant others to shift their appreciation of the importance of particular alternatives.
3. Significant others and participants both have come to understand new limitations or facilitators which may influence their expectations about performance.
4. Particular participants have found out that certain limitations are too great to warrant specific ways of dealing with a critical issue and that he or she has saved unnecessary work in preparing a full-blown proposal on the matter.
5. Secretary's time may have thereby been saved, since a full proposal will need to be developed only after consensus on significant details have been reached.

AVAILABILITY OF TECHNICAL ASSISTANCE FOR PARTICIPANTS

Presentation of Concept

The instructor explains the following.

The Chartering Process has many facets and you are not expected to become thoroughly proficient in its use through limited use. It has been found that most persons who have used Chartering have benefited from some individual attention from those who have been trained to provide technical assistance in Chartering. The opportunity has been arranged for technical assistance to be provided to you on an individual basis. It will consist of the following:

1. An interview with a member of the instruction team lasting from 45 minutes to 1-1/2 hours.
2. Further instruction on whatever parts of the process which are not fully understood.
3. Providing feedback to the instruction team about the nature and consequences of the communication and validation of your map.
4. Discussion about handling any difficulties which may have emerged in your attempt to communicate and validate your issue with significant others.

The instructor then asks participants to indicate specific times for appointments for the technical assistance. The appointment time is best if it occurs after the participant has interviewed at least one significant other and has experienced some feedback on his or her map.

SUMMARY OF SECTION III: COMMUNICATING AND VALIDATING MAPS OF CRITICAL ISSUES WITH SIGNIFICANT OTHERS

Presentation of the Steps in Communicating and Validating Maps

The instructor summarizes the following steps in communicating and validating maps of critical issues.

1. The identification and selection of the appropriate pattern of setting for communicating and validating maps.
2. The use of technical assistance provided by the instruction team on an individual appointment basis.
3. The identification of a strategy of interaction: (a) the primary purpose of the interaction for each significant other, and (b) the sequence of contacts or interaction with specific significant others.
4. The interview procedure which is designed to provide information, feedback, and consensus on parts or the whole of the map.

Review of Objectives

The instructor may want to refer to the accomplishment of the four objectives for Section III of the workshop.

Planning for Section IV

The instructor confirms the time and meeting for Section IV of the workshop. He tells the participants that they will be given an opportunity to report the results of their interviews or meetings with significant others at the beginning of Section IV of the workshop.

SECTION IV

REVIEW AND REPORTING OF EXPERIENCES IN THE COMMUNICATION AND VALIDATION OF MAPS OF ISSUES

Objectives

The participants will review what they have learned through Sections I, II, and III of the instruction.

The participants will report the results of their experiences in communicating and validating the maps of their selected critical issues with significant others.

REVIEW OF SECTIONS I, II, AND III OF THE WORKSHOP

Discussion in Small Groups

The instructor encourages the participants to read over their materials from Sections I, II, and III of the instruction with special emphasis on definitions of terms. The instructor will then ask the participants to discuss with each other in small groups what they have learned so far.

REPORTING THE RESULTS OF COMMUNICATING AND VALIDATING MAPS WITH SIGNIFICANT OTHERS TO THE WORKSHOP BY PARTICIPANTS

The instructor will note that the purpose of reporting these results is to reinforce the positive use of Chartering and to identify problems which participants may have had due to either misuse of the Chartering Process or to forces operating in the system. Some of the situations which are reported by participants may become the focus in building motivation for the learning in Section IV. If the total group of participants is under 15 persons, the reporting could take place to the total group. Otherwise, participants could report to small groups. If the latter is the case, the instructor will want to listen in for short periods of time in each of the small groups in order to obtain generalizations which can be shared with the total group at the end of the segment of the workshop.

SECTION V

REPORTING EVIDENCE OF PERFORMANCE, VALUE, AND WORTH TO SIGNIFICANT OTHERS

Definition

Evidencing to significant others is a process whereby answering demands for accountability and establishing the value and worth of a program are the primary focus of the creation and use of the Chartering maps of a critical issue. The process includes: (a) the identification of the criteria of effectiveness held by significant others, (b) the identification of specific types of evidences which may be appreciated or demanded by specific significant others, (c) the reshaping of the maps of critical issues or the creation of additional ones which reflect the above criteria of effectiveness and specific types of evidences, and (d) the reporting of the evidences to specific significant others using the indicators of evidence to show changes from past periods of time to the present.

Objectives

The participants will identify the criteria of effectiveness being used by significant others.

The participants will identify the specific types of evidences being demanded by significant others.

The participants will reshape the maps of their selected critical issues, or create additional ones to reflect the information which was produced in the identification of criteria of effectiveness and the specific types of evidences.

The participants will report to significant others specific types of evidences which are appreciated or demanded by these significant others by using their Chartering maps in order to show changes in performance between past periods of time and the present.

Introductory Note to the Instructor

The Chartering Process, which the participants have learned in Sections I, II, and III, has focused on: (a) the scanning and selecting of critical issues, (b) the mapping of essential parts of their selected critical issue, and (c) the communicating and validating of the maps of their selected critical issue with significant others. The participants, by this time, should have communicated and validated their maps with several significant others.

Section IV of the training will provide the participants with an additional step in the process. This step extends the function of the Chartering Process to the reporting of evidences to significant others, especially those who are concerned about accountability. The addition of this step in the learning is not a change in the structure and form of what has been learned, rather it is a refocusing of the content and use of the map of a critical issue.

INTRODUCTION TO REPORTING EVIDENCE OF PERFORMANCE, VALUE, AND WORTH TO SIGNIFICANT OTHERS, SECTION V

The instructor makes the following statement to the total group in order to provide perspective and an overview for their learning about the specialized use of Chartering for evidencing of performance, value, and worth to significant others.

This last part of the Chartering Process extends the function of the Chartering to the reporting of evidences to significant others, especially those who are concerned about accountability. The addition of this step in the learning is not a change in the structure and form of what has been learned. Rather, it is a refocusing and reformulation of the content and use of the map of your selected critical issue. The additional tools which you will learn how to use will help you to be more on target in using your maps to show changes in accomplishments from past periods of time to the present. There are four parts to the instruction. They are:

The instructor may want to post these on the board so that all the participants can view them. They either can be stated in the form of objectives which are outlined above or in the form which follows.

1. Identification of the criteria of effectiveness held by significant others in order to provide an understanding of what will most likely satisfy them.
2. Identification of specific types of evidences which may be appreciated or demanded by specific significant others.
3. The shaping of the maps of critical issues or the creation of additional ones to reflect the information which was produced in the identification of criteria of effectiveness and the specific types of evidences.
4. The reporting of the evidences to specific significant others, using the indicators of evidence ("E" past, and "E" present) with backup data if necessary in order to show changes in accomplishment from past periods of time to the present.

IDENTIFICATION OF CRITERIA OF EFFECTIVENESS HELD BY SIGNIFICANT OTHERS

Presentation of Examples Which Show the Need for This Step

The instructor distributes the sheet titled "Accountability Situations in Which You May Have Been Involved," which is shown below.

Accountability Situations in Which You May Have Been Involved

1. You reported lots of facts about your program and were disappointed that those to whom you report failed to see the importance, meaning or value of the facts in terms of your program's excellence.
2. You discovered too late that you had been reporting evidences of accountability which were considered to be irrelevant or off target.
3. You were unsure of the criteria or standards by which the success of your program would be judged by those to whom you report.
4. You discovered too late that what was really wanted by those to whom you report was evidence that you had a routine, policy, or system established instead of what to you were important outcomes of your program.
5. You were asked to provide a particular kind of evidence on short notice and could not do it because you did not know what would be needed so that it could be collected routinely.

The instructor encourages the participants to discuss these situations in small groups. He asks them to identify any other situation where those in charge of programs may have gotten themselves in trouble as a consequence of failing to understand the criteria of effectiveness or the type of evidence which would be used to judge the success of their programs. The group discusses these for a few minutes.

Presentation of Concept: Criteria of Effectiveness

The instructor distributes the sheet titled "Criteria of Effectiveness for Several Accountability Systems." The instructor makes the following comments in introducing the above-mentioned chart.

It has been found that there are several different ways that significant others are looking at accountability. It is a mistake to assume that they are all alike and that they all mean the same thing when they talk about accountability. The accountability systems on the chart are attempts to sort out the different ways of thinking about accountability and their accompanying criteria of effectiveness. Let's go over them one at a time in order to understand the contrasts.

The instructor reads the chart to the group, reading the criteria of effectiveness description after each accountability system description. The instructor inserts any illustrations which may help to clarify the categories to members of the group.

The value of this tool lies in its usefulness in helping to make judgments about your significant others so that you will not be caught in providing them with unnecessary evidence or evidence which is irrelevant to the criteria which they are using to assess or evaluate your work.

The instructor at this point provides examples of several common mismatches, such as: (a) providing public relations reports to advisory groups when what they may really want are evidences that their voice has been heard in making decisions about the program; (b) providing fiscal reports to a college president when what he really wants is evidence that you have raised the competency level of your staff through in-service training, etc.

Failure to identify the criteria of effectiveness which is used by significant others may be costly to you, if you provide them with unnecessary or irrelevant evidence. Your program may be excellent in your eyes, but the significant others to whom you report may be using different criteria than you are using to judge the worth or value of your program.

Participants Work on Identifying the Criteria of Effectiveness Which is Being Used by the Various Significant Others

The instructor encourages the participants to identify the criteria of effectiveness which is being used by the significant others related to their programs, using the "Criteria of Effectiveness" sheet as a guide. In cases where participants may have common significant others, they are to be encouraged to confirm their judgments with each other through discussion.

IDENTIFICATION OF TYPES OF EVIDENCES WHICH MAY BE APPRECIATED BY SIGNIFICANT OTHERS

The instructor indicates to the participants that the instruction is moving to the next task — that of identifying specific types of evidences which may be appreciated or demanded by significant others. The instructor distributes the sheet titled "Examples of Evidences Which Don't Always Convince Significant Others," (page 41).

Presentation of an Example

The instructor reads the above-mentioned sheet to the participants and then makes the following comments.

CRITERIA OF EFFECTIVENESS **FOR SEVERAL ACCOUNTABILITY SYSTEMS**

ACCOUNTABILITY SYSTEMS	CRITERIA OF EFFECTIVENESS
1. INFORMATION SYSTEMS Public Relations Reports – Annual – Communications Processes	Accountability will be achieved if and when those making demands are informed about what is going on, or explanation is given why not.
2. COMMUNITY CONTROL SYSTEMS Organization Decentralization Citizen Participation Advisory Committees	Accountability will be achieved if and when the community has a voice in determining relevance and effectiveness of programs, and the demonstration is communicated to the demandor.
3. PROFESSIONAL COMPETENCE SYSTEMS Performance Incentives Staff Development Employee Incentive – Stull Bill	Accountability will be achieved if and when professionals can demonstrate their efforts and progress toward competence.
4. COMPETITIVE SYSTEMS Performance Contracting Voucher Systems Competitive Project Awarding	Accountability will be achieved through selecting the best programs through open competition as well as client satisfaction.
5. PROGRAM REVIEW SYSTEMS Accreditation – Evaluation Internal, External Evaluation	Accountability will be achieved when the evaluative process establishes that acceptable standards have been reached within the framework of given constraints and resources available.
6. MANAGEMENT SYSTEMS Management by Objectives Planning, Programming, Budgeting Systems Approaches PERT	Accountability will be achieved when management furnishes evidence that it uses rational and systematic processes for achieving stated goals and objectives.
7. FISCAL SYSTEMS Budget Audit Cost Effectiveness Plans	Accountability will be achieved when it can be demonstrated that money was spent for its intended purposes and that resource utilization is efficient.

EXAMPLES OF EVIDENCES WHICH
DON'T ALWAYS CONVINCE SIGNIFICANT OTHERS

1. "More is necessarily better." (Evidence of increased enrollment or outcome.)

More technical-vocational education of a particular type may not be better. Less rather than more might be better for a period of time to allow graduates possessing skills to be employed.

2. "Doing what has been done for a long period of time is adequate." (Evidence of continuity of a program.)

Continuing to do what has been done for a long period of time may be inadequate for meeting changing and emerging societal and individual needs.

3. "Assuming that if one's motives and intentions are right, the outcome must unquestionably be right." (Evidence of intended inputs or plans.) Expecting "significant others" to appreciate programs merely because of appropriate motives and intentions of the administrators may not be satisfactory. "Significant others" may be more concerned with the consequences of technical-vocational education programs. A program may need to be judged inadequate because of unacceptable outcomes. Plans may be good, but the results may not. The author needs to know the kind of evidence expected by the "significant others."

In addition to identifying the criteria of effectiveness, it may become necessary to become even more specific and identify the type of evidence which a particular significant other may be wanting. The examples illustrate the need to think this through so that the evidences which you provide hit the center of the target of evidences which are important to the significant other to whom you report.

Presentation of Concept: Types of Evidences

The instructor distributes the sheet titled "Types of Evidences." The sheet is read to the participants by the instructor. Emphasis is placed on illustrating each type of evidence by expanding on the examples in parenthesis. The instructor should note that these concepts may take time for the participants to understand. The instruction should not be rushed at this point.

Participants Work on Identifying the Specific Type of Evidences Which Are Appreciated or Demanded by Particular Significant Others

The instructor encourages the participants to identify the specific type of evidences which are appreciated or demanded by particular significant others using the "Types of Evidences" sheet as a guide. In cases where participants may have common significant others, they are encouraged to confirm their judgments with each other, keeping in mind that a significant other may appreciate one type of evidence for one program and another type for a different program.

RESHAPING MAPS OF CRITICAL ISSUES FOR EVIDENCING

Presentation of Concept: Mapping Critical Issues for Evidencing

The instructor presents the following concepts to the participants.

You have identified criteria of effectiveness and specific types of evidences which are most likely to be appreciated by particular significant others related to your programs.

You may or may not have taken these into consideration when you created the map of your selected critical issue. The purpose of this step in the instruction is to relate the information which you have just identified with the map or maps which you created. This information will not change the form or structure of the prototype of the map with which you have become familiar, it may, however, change the content of what you have described on the levels of performance or in the specification entitled "Types of Evidence."

In relating this new information to the map of the critical issue, you may discover that you will need to construct some new levels of performance in order to show more clearly a specific type of evidence described at the Excellent level, Good level, Poor level, etc. This may be an important task if a specific type of evidence is considered to be very important to a significant other who is quite concerned about your showing that you are accountable in that regard.

The task now is to reshape the map of your selected critical issue so that it will reflect the criteria of effectiveness and the types of evidences which you have identified or to create new ones which do reflect this information.

Participants Work on Reshaping Their Maps or Creating New Ones in Order to Reflect the Criteria of Effectiveness and Types of Evidences

The instructor encourages the group to begin the task mentioned above. The instructor offers to provide technical assistance to participants upon their request. The instructor observes the progress of the group participants through circulating from group to group. When the instructor discovers an excellent example of the reshaping which shows very clearly the implementation of the learning, it can be transferred to newsprint and shown to the total group. This will reinforce the skill which is being learned and practiced.

REPORTING OF EVIDENCES TO SIGNIFICANT OTHERS

Presentation of Concept

The instructor presents the following concepts.

The Chartering Process can be used for several general purposes. It can be used to gather information on the ways others are viewing a particular critical issue. It can be used to help identify the major alternatives for implementation of a new program. It may be used to understand the performance of a particular program in the light of limitations and facilitators. It may be used to assist significant others in arriving at consensus or agreement in relationship to a decision. It may be used to identify disparities of standards between yourself and significant others or between several significant others. All these are important uses of the Chartering Process.

However, there is one other important use for the Chartering Process. It may be used to provide evidence of performance, value, and worth to significant others. This evidence can be related to the criteria of effectiveness and to the specific types of

TYPES OF EVIDENCES

"Significant others" may be helped to appreciate technical-vocational education programs when evidence is provided that meets their needs, requirements, or expectations. Sometimes, rather than reports about outcomes of a particular program, they need evidence related to one or more of the following:

1. A routine (i.e., a policy, a procedure, etc.) established or maintained.
2. Internal contingency (i.e., a logical relationship between the elements in a program) and congruency (i.e., between what was intended and what actually occurred) evidenced.
3. A balance (i.e., between graduates and graduates employed, between disadvantaged students and other students, etc.) achieved or maintained.
4. A valued alternative (i.e., a more cost/effective procedure than previously employed) used for a critical factor.
5. A valued input (i.e., professionals, students, etc.) having gone into the program.
6. A valued transaction (i.e., teaching-learning, reviewing, etc.) having taken place.

In short, particular evidence will be appreciated by "significant others" primarily in the light of their values related to the criteria of effectiveness they are using for a particular program.

evidence which significant others are most likely to appreciate or demand. This evidence can also be reported in relationship to past performance in comparison to performance in the present. If the map is created properly, then all this can be shown in a very brief, concise way.

Sometimes, you may want to prepare a map for the purpose of demonstrating to a significant other that the standard(s) which he demands have been met to his satisfaction. At other times, you may want to prepare a map for the purpose of demonstrating the value and worth of your program even though there may be no specific demand. At still other times, you may want to prepare a map for the purpose of showing the extent of change which has occurred from a past date(s) to the present. The latter may be especially effective in bringing a particular significant other up-to-date on the progress of your program.

If the program or aspect of a program which you have been processing using the Chartering format is a terminal one, Chartering may end with the reporting of evidences at the end of the program. However, if you are dealing with an ongoing program, you may want to use Chartering over time which involves the following procedures: (a) prepare a Chartering map of a program or aspect of a program and communicate and validate it with significant others; (b) implement the program which has been chartered; (c) identify, collect, and report to significant others those evidences which they have demanded or which would be appreciated by them, for the purpose of justifying the program; and (d) use the feedback from this reporting as the basis of the next round of Chartering (Re-Chartering).

In Re-Chartering you will notice that your earlier Chartering maps will need to be renegotiated, reshaped, or changed to accommodate new demands or new types of evidences as they become important. The description of the levels of performance may change as well as the descriptions of the facilitators and limitations. However, one of the most important changes may be the indicators of evidences ("E" past and "E" present). These are powerful indicators when they show significant, positive upward movement over time in relationship to specific types of evidence which have been confirmed by significant others as ones which meet demands or are highly appreciated by them.

Participants Work on the Reporting of Evidences of Performance, Value, and Worth of Their Programs to Significant Others

The instructor encourages the participants to use the Chartering maps of their selected issue for the purpose of reporting evidences of performance, value, and worth of their programs to significant others. If time has been provided in the workshop and some significant others who are common to the participants are available, the remainder of the workshop time should be spent in having these significant others respond to specific maps which are designed to report evidence of performance, value, and worth. This type of live demonstration is very valuable in order to reinforce the learning and to show the value of the use of the Chartering tool.

The instructor will want to encourage the participants to try the Chartering Process on different types of critical issues if through scanning they are identified as needing the Chartering Process.

Review of Objectives

The instructor may want to refer to the accomplishments of the objectives for Section IV of the workshop. A review of the objectives of all four sections will provide the participants with an overview of their learning accomplishments.

Evaluation of the Training Experience

The instructor may want to ask the participants to provide feedback on the workshop. The following is a suggested written questionnaire for the participants to complete at the end of the workshop.

EVALUATION FEEDBACK FOR THE CHARTERING WORKSHOP EXPERIENCE

1. What did you anticipate as taking place in the Chartering Workshop?
2. What did you experience in the workshop?
3. What did you experience while communicating and validating the map of your selected critical issue with significant others?
4. What was the nature and extent of your participation in the learning experience in terms of:
 - a. attendance at the workshop?
 - b. participation in the learning task?
 - c. creation of map(s) on critical issue(s)?
 - d. number of significant others with whom you met?
5. What did you see the instructors as contributing:
 - a. in the workshop?
 - b. in individual technical assistance outside the workshop?
6. What did you learn and how will you use it?
7. What helped you to learn?

**UNIVERSITY OF CALIF.
LOS ANGELES**

FEB 8 1974

**CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION**